

## PARK HILLS ELEMENTARY

301 Crescent Avenue  
Spartanburg, South Carolina 29306

**GRADES** PK-6 Elementary School

**ENROLLMENT** 396 Students

**PRINCIPAL** Fredric O. Logan 864-594-4465

**SUPERINTENDENT** Dr. J. Lynn Batten 864-594-4400

**BOARD CHAIR** David W. Cecil, II 864-594-4400

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	6	32	41	3

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

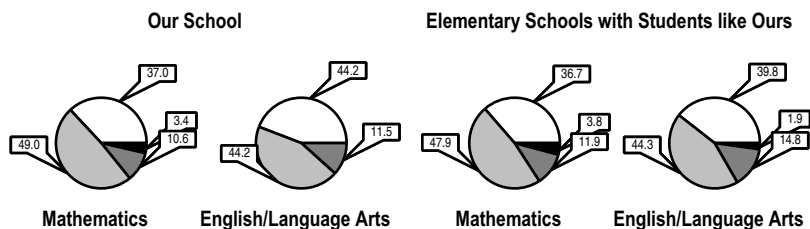
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




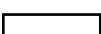
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	34	51	45
Percent satisfied with learning environment	70.6%	92.0%	84.4%
Percent satisfied with social and physical environment	79.4%	78.0%	75.0%
Percent satisfied with home-school relations	39.4%	90.0%	85.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	231	100.0	44.2	44.2	11.5	N/A	11.5	17.6
Gender								
Male	111	100.0	42.9	44.9	12.2	N/A	12.2	17.6
Female	120	100.0	45.5	43.6	10.9	N/A	10.9	17.6
Racial/Ethnic Group								
White	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	220	100.0	44.8	44.3	10.9	N/A	10.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	185	100.0	37.4	48.5	14.0	N/A	14.0	17.6
Disabled	46	100.0	75.7	24.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	231	100.0	44.2	44.2	11.5	N/A	11.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	231	100.0	44.2	44.2	11.5	N/A	11.5	17.6
Socio-Economic Status								
Subsidized meals	213	100.0	46.1	44.6	9.3	N/A	9.3	17.6
Full-pay meals	18	100.0	20.0	40.0	40.0	N/A	40.0	17.6

Mathematics								
All students	231	100.0	37.0	49.0	10.6	3.4	13.9	15.5
Gender								
Male	111	100.0	37.8	43.9	13.3	5.1	18.4	15.5
Female	120	100.0	36.4	53.6	8.2	1.8	10.0	15.5
Racial/Ethnic Group								
White	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	220	100.0	37.3	49.8	10.4	2.5	12.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	185	100.0	29.2	53.8	12.9	4.1	17.0	15.5
Disabled	46	100.0	73.0	27.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	231	100.0	37.0	49.0	10.6	3.4	13.9	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	231	100.0	37.0	49.0	10.6	3.4	13.9	15.5
Socio-Economic Status								
Subsidized meals	213	100.0	38.3	48.2	10.4	3.1	13.5	15.5
Full-pay meals	18	100.0	20.0	60.0	13.3	6.7	20.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	56	N/A	50.0	39.3	8.9	1.8	10.7
	Grade 4	44	N/A	34.1	50.0	15.9	N/A	15.9
	Grade 5	46	N/A	32.6	63.0	2.2	2.2	4.3
	Grade 6	47	N/A	46.8	42.6	10.6	N/A	10.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	56	100.0	30.2	58.5	11.3	N/A	11.3
	Grade 4	66	100.0	49.2	39.0	11.9	N/A	11.9
	Grade 5	54	100.0	56.5	37.0	6.5	N/A	6.5
	Grade 6	55	100.0	42.0	42.0	16.0	N/A	16.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	56	N/A	55.4	33.9	8.9	1.8	10.7
	Grade 4	44	N/A	52.3	36.4	9.1	2.3	11.4
	Grade 5	46	N/A	28.3	50.0	15.2	6.5	21.7
	Grade 6	47	N/A	46.8	46.8	6.4	N/A	6.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	56	100.0	24.5	66.0	9.4	N/A	9.4
	Grade 4	66	100.0	52.5	37.3	5.1	5.1	10.2
	Grade 5	54	100.0	43.5	50.0	4.3	2.2	6.5
	Grade 6	55	100.0	26.0	44.0	24.0	6.0	30.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 396)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.4%	Down from 0.5%	2.3%	2.4%
Attendance rate	96.0%	Down from 96.3%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.8%	Up from 8.4%	4.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.9%	Up from 6.5%	7.7%	8.0%
Older than usual for grade	N/A	N/A	2.9%	1.1%
Suspended or expelled	0.0%	Down from 0.6%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	59.4%	Down from 63.3%	46.5%	50.0%
Continuing contract teachers	81.3%	Down from 83.3%	77.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.6%	Down from 80.3%	79.3%	86.2%
Teacher attendance rate	93.4%	Down from 93.7%	95.3%	95.3%
Average teacher salary	\$39,143	Down 2.0%	\$37,911	\$39,909
Prof. development days/teacher	15.2 days	Up from 9.4 days	13.0 days	11.4 days

School				
Principal's years at school	1.0	Down from 5.0	3.0	4.0
Student-teacher ratio	N/R	N/R	16.9 to 1	18.9 to 1
Prime instructional time	88.3%	Down from 89.0%	88.8%	89.7%
Dollars spent per pupil*	\$7,280	Down 1.9%	\$6,854	\$5,892
Percent spent on teacher salaries*	57.8%	Down from 58.7%	63.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2002-2003 school year was again a year of evaluation and assessment. We again evaluated the social and instructional needs of each individual student. Park Hills is an inner-city school, and about 99% of our student population is African-American. Our students are strongly encouraged to participate in co-curricular activities such as Boys and Girls Club of America, Media Club, Running Club, Student Council, Honors Chorus, Girl Scouts, Step Team, and Extended Day Program. The Palmetto Achievement Challenge Tests (PACT) were again administered to students in grades 3-6. In comparing results from the spring 2001 administration to the spring 2002 administration, students made gains in five of eight possible areas. We will continue to evaluate our program and make any changes necessary to ensure consistent improvement.

We are very proud that Park Hills has received renewal status as a Flagship School of Promise. We have worked very hard to maintain partnerships with local businesses and organizations in the community. The partnerships help to ensure experiences that are enriching to our students both academically and socially. For example, Family Connections of Spartanburg continues to provide staff training and instructional kits for the Second Steps Social Skills Training Program. Big Brother/Big Sister provides mentoring to primary and intermediate levels. First Presbyterian Church and Silver Hill United Methodist Church provide volunteers, materials, and mentoring to all grade levels. Spartanburg Reads promotes literacy programs for all grade levels. Last but not least, Junior Achievement provides and promotes activities and instruction based on South Carolina standards.

Park Hills also received the Red Carpet Award sponsored by the SC Department of Education for the 2001-2002 school year. This award indicates that our staff works hard to maintain a positive, friendly school environment. This continues to be our goal. Only through the friendly collaborative efforts of the school, parents, and other community members, along with a strong, ongoing professional development program, can we reach our ultimate goal of providing a quality education to our students.

Fredric Logan, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.